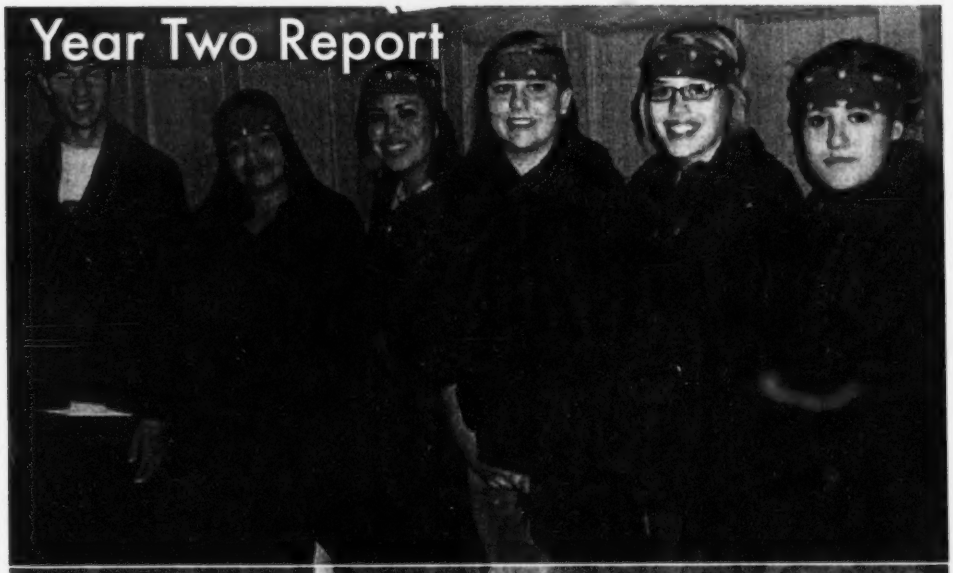
SD43 Coquitlam

June 2009

Year Two Report



ABORIGINAL EDUCATION ENHANCEMENT AGREEMENT

Introduction

School District 43 is the core territory for the Kwikwetlem First Nations people and lies within the shared traditional territories of the Tsleil-Waututh, Katzie, Musqueam, Squamish and Sto:lo Nations. The first Aboriginal Education Enhancement Agreement for School District 43 was signed in April 2007.

The four goals contained in the Aboriginal Education Enhancement Agreement were listed in the order of priority as identified by the Aboriginal community at that time. Implementation of the Agreement began in September 2007 and a report was presented to the Aboriginal community and the Aboriginal Enhancement Branch of the Ministry of Education in June 2008.

The Agreement's Framework for Success, which identifies strategies and structures used to support the goals, is evaluated and adjusted according to the results indicated in the annual reports. The 2008 District Accountability Contract includes a focus on the success of Aboriginal students in all goal areas. The specified targets for Aboriginal students match the targets for all students for 2010.

Agreement Goals and Summary of Achievement 2008 - 2009

Increase knowledge and respect for Aboriginal cultures and history for all District students:

73% of students have increased knowledge of Aboriginal culture and history

Increase the number of Aboriginal students reporting feelings of safety and sense of belonging:

% of students meeting expectations (data not available)

Improve Aboriginal students' academic achievement:

75% of students meeting or exceeding expectations

Improve six-year completion rates:

64% of students achieving six-year Dogwood certificate

Advisory Committee Members

Carole Pierce, Kwikwetlem FN rep., Elder
Lisa Gregory, Parent
Robert Thompson, Parent Focus Group, DPAC Rep
Theresa Karhukangas, Parent Focus Group
Dave Taylor, Director of Student Services
Terri-Mae Galligos, CTA
Margaret Mary Deck, Program Coordinator
Lorraine Richard, Parent Focus Group
Lolita Wittur, Parent, DPAC rep
Lanita Peddie, Parent Focus Group
Gail Despins, Parent Focus Group
Lori Halcro, CUPE
Bill Trask, CPVPA

http://sites.sd43.bc.ca/district/aboriginaled/default.aspx

SCHOOL DISTRICT 43 Coquitlam

www.sd43.bc.ca

Aboriginal Education Context 2009

Demographics

1154 Total students
456 Elementary students
310 Middle students
388 Secondary students
3.8% of total school population

Aboriginal Education Staff

1 - District Coordinator
5 - Support Workers
1 - District Secretary
4 - Youth Workers
1 - Support Teacher

FRAMEWORK FOR SUCCESS

The Medicine Wheel is not part of the local Aboriginal tradition but its teachings are used by many First Nations Peoples. Each of the four areas of the wheel represents many things in the natural world and human life. With every topic that is viewed with the Medicine Wheel in mind, one is reminded of the fact that nothing stands alone; every action affects more that one area; and a conscious effort is needed to keep things in balance. It is through the lens of the Medicine Wheel that the strategies and structures of the Framework of Success is developed and evaluated to provide supports for Students, Families, Teachers and School Communities.

School Community Focused

building foundations and bridges for successful futures of Aboriginal students

Teacher Focused:

enhancing teacher and school efforts to improve the learning environment and opportunities for success for their Aboriginal students

Family Focused:

fostering connections within the schools and community

Student Focused:

fostering resiliency and personal success

DISTRICT AND SCHOOL PILOT PROGRAMS

The Aboriginal Education Advisory Committee met in September 2008 to review the 2008 - 2009 Framework for Success and set meaningful targets for each performance indicator for the school year. These targets are noted with the performance indicators in each goal area. The Advisory Committee supported four pilot programs for the 2008 - 2009 school year:

Gifted Pilot (Year 2)

It was noted in previous years that Aboriginal students were under-represented in the gifted category. During the 2007-2008 school year, the pilot project's first year, teachers from one of the District's Challenge Centres researched the programming offered in other districts and our own identification procedures for gifted students. In this second year of the pilot, and in cooperation with the district's Gifted Coordinator, the Challenge Centre teachers conducted additional testing for students who demonstrated giftedness in non-verbal subtests of the standard screening tool. The Centre also offered Aboriginal students the choice of an additional session consisting of open-ended units which enabled students to focus on cultural or environmental issues. Choice session titles included: The Artifact Box, Problem-Based Learning, Masks and Creative Problem Solving.

Leadership Pilot

In the past the Aboriginal Education Program has participated in the annual multi-district *Strengthening the Circle* Youth Leadership Conference. Though leadership opportunities were provided for these students, the students rarely came together as a group. The Leadership Pilot for the 2008 - 2009 school year invited 80 students to participate in a year-long leadership training program. The students, who represented all nine secondary schools, were offered opportunities for personal, peer support and volunteer opportunities on a monthly basis.

Middle School Pilot

Transition data from previous years indicate that the Aboriginal students in School District 43 begin to drop out of school between Grade 9 and 10. The Family of Schools support model provides the potential for students to be supported by the same program staff members from Kindergarten through Grade 12, building meaningful and consistent relationships with students and families. Although this model has several benefits, it also has limitations when the students begin juggling the demands of their semester schedules and coursework at the secondary level. During the 2008 - 2009 school year, the four Aboriginal Support Workers (ASWs) piloted a new service delivery model with Maillard Middle School. In this pilot, the students' main contact was with the ASW they have been working with since elementary school. The students participated in three four-session units with visiting ASWs enabling students to build relationships with more staff members and broaden their support system.

Provincial Learning Teams

Central Elementary is involved with the first Aboriginal Enhancement Schools Network (*AESN*) set up through the Network of Performance Based Schools (www.npbs.ca).

Working Together

Aboriginal Education Enhancement Agreement and the District Achievement Contract

The Aboriginal Education Enhancement Agreement and the District Achievement Contract share similar strategies and district structures. The framework for the District Achievement Contract is derived from the individual schools' Action Plans for Learning (APLs). School goals must be meaningful and based on the needs of individual schools and their community, and determined by a clearly articulated need for improvement. These goals, combined with the District's vision for student learning, provide the scaffold for the Achievement Contract Goals.

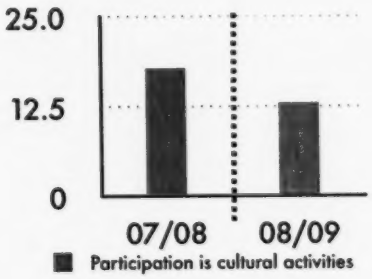
Targets are embedded in each goal area of the District Achievement Contract to support the efforts of schools and the community to address the needs of Aboriginal students in all aspects of educational planning.

KNOWLEDGE AND RESPECT

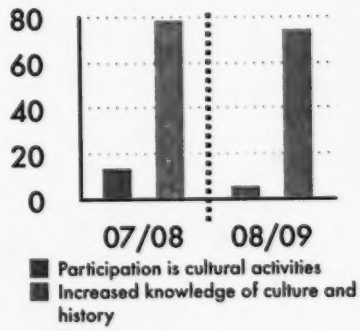
Increase knowledge and respect for Aboriginal cultures and history for all District students

Elementary (All Grade K - 5 students)	Middle (All Grade 6 - 8 students)	Secondary (All Grade 9 - 12 students)
Target 22% of all students participating in culturally relevant activities	**Target** 22% of all students participating in culturally relevant activities 81% of students reporting increased knowledge of Aboriginal culture and history	**Target** 22% of all students participating in culturally relevant activities 79% of students reporting increased knowledge of Aboriginal culture and history
Indicators/Evidence • Teacher survey	**Indicators/Evidence** • Teacher survey • Student survey	**Indicators/Evidence** • Teacher survey • Student survey
Results 2008 - 2009 13% of all students participating in culturally relevant activities	**Results 2008 - 2009** 6 % of all students participating in culturally relevant activities 75% of students reporting increased knowledge of Aboriginal culture and history	**Results 2008 - 2009** 25 % of all students participating in culturally relevant activities 72 % of students reporting increased knowledge of Aboriginal culture and history

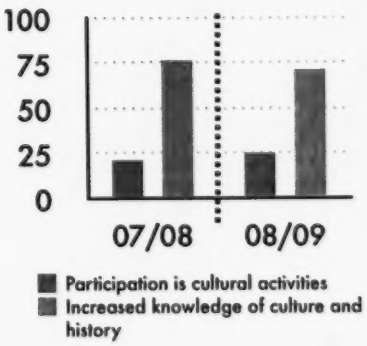
Elementary Participation



Middle Participation



Secondary Participation



Glossary of Terms

Teacher Survey - teachers complete the survey following Aboriginal staff presentations and field trips.

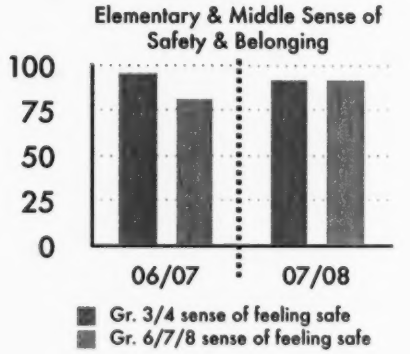
Student Survey- any District students participating in presentations, field trips and events sponsored by the Aboriginal Education Department complete the survey.

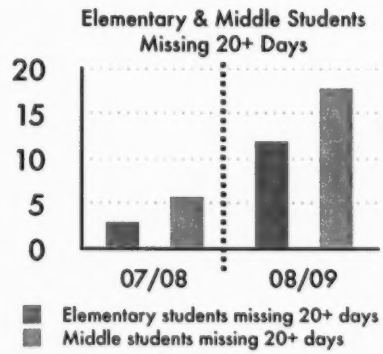
Culturally relevant activities- includes presentations, field trips and events sponsored by the Aboriginal Education Department.

SAFETY AND SENSE OF BELONGING

Increase the number of Aboriginal students reporting feelings of safety and sense of belonging

Elementary	Middle	Secondary
Target 95% of Gr. 3-4 students reporting they feel safe at school all, or some of the time 0 % of students missing 20+ days of school 0% of students receiving out of school suspensions	**Target** 94% of Gr. 6 - 8 students reporting they feel safe at school all, or some of the time 0 % of students missing 20+ days of school 3% of students receiving out of school suspensions	**Target** 40% of Aboriginal Secondary students completing the Aboriginal Education Department survey 1% of students receiving out of school suspensions
Indicators/Evidence • Ministry of Education Satisfaction Survey • Percentage of Aboriginal students missing 20 + days of school • District report on out-of-school suspensions • District-wide enrollment in Alternate Behaviour Programs	**Indicators/Evidence** • Ministry of Education Satisfaction Survey • Percentage of Aboriginal students missing 20 + days of school • District report on out-of-school suspensions • District-wide enrollment in Alternate Behaviour Programs	**Indicators/Evidence** • Aboriginal Education Department survey • District report on out-of-school suspensions • District-wide enrollment in Alternate Behaviour Programs
Results 2008 - 2009 % of Gr. 3-4 students reporting they feel safe at school all, or some of the time 12% of students missing 20+ days of school % of students receiving out of school suspensions masked result 16% of students attending an Alternate Behaviour program have Aboriginal ancestry	**Results 2008 - 2009** % of Gr. 6 - 8 students reporting they feel safe at school all, or some of the time 18% of students missing 20+ days of school 8 % of students receiving out of school suspensions 29% of students attending an Alternate Behaviour program have Aboriginal ancestry	**Results 2008 - 2009** 30% of Aboriginal Secondary students completing the Aboriginal Education department survey 3 % of students receiving out of school suspensions 13% of students attending an Alternate Behaviour program have Aboriginal ancestry

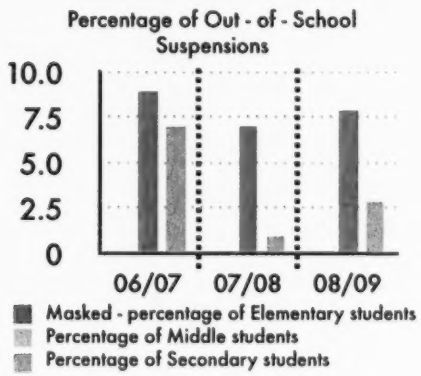


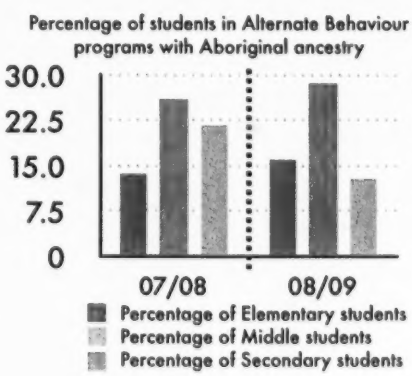


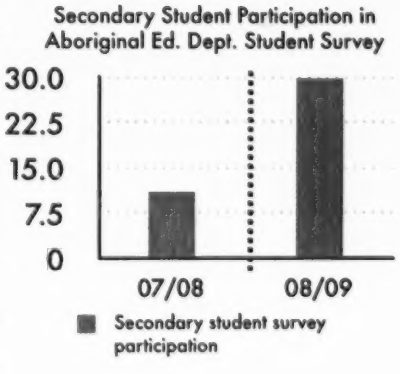
Glossary of Terms

Min. of Education Satisfaction Survey (Data Not Available) - completed online by all parents and students

District-wide enrollment in Alternate Behaviour Programs - represents the percentage of students in these programs who have Aboriginal





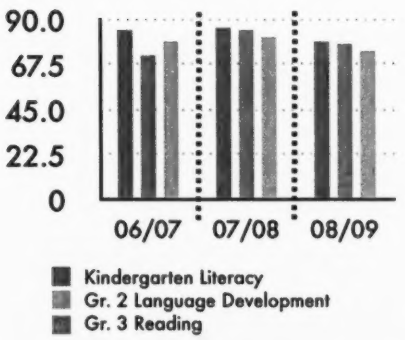


ACADEMIC ACHIEVEMENT

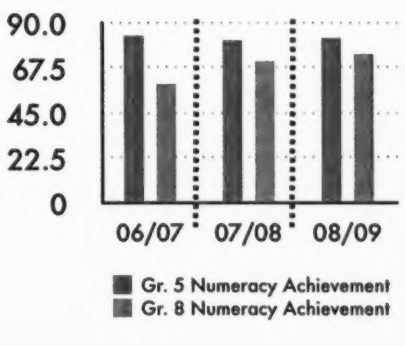
Improve Aboriginal students' academic achievement

Kindergarten Literacy	Gr. 2 Language Development	Gr. 3 Reading	Gr. 5 & 8 Numeracy Problem Solving
Target 90% of Aboriginal students meeting or exceeding expectations	**Target** 90% of Aboriginal students meeting or exceeding expectations	**Target** 85% of Aboriginal students meeting or exceeding expectations	**Target** 88% of Gr. 5 Aboriginal and 75% of Gr. 8 Aboriginal students meeting or exceeding expectations
Indicators/Evidence • Teacher Judgement using Kindergarten Developmental Continuum	**Indicators/Evidence** • Early Primary Language Development - Language Screening assessment	**Indicators/Evidence** • Classroom Assessments Based on Teacher Judgement	**Indicators/Evidence** • Classroom Assessments Based on Teacher Judgement
Results 2008 - 2009 80% of students meeting or exceeding expectations	**Results 2008 - 2009** 79% of students meeting or exceeding expectations	**Results 2008 - 2009** 75% of students meeting or exceeding expectations	**Results 2008 - 2009** 73% of Gr. 5 students meeting or exceeding expectations 75 % of Gr. 8 students meeting or exceeding expectations

Primary Literacy Achievement



Gr. 5 & 8 Numeracy Achievement



Glossary of Terms

Kindergarten Developmental Continuua - specific assessment tools focusing on evaluating literacy skills and abilities.

CBA - Classroom Assessments Based on Teacher Judgement - teachers use the BC Performance Standards for Reading, Writing, and Numeracy to evaluate current student progress

Early Primary Language Development Screening Assessment - a locally developed tool administered to Gr. 2 Aboriginal students

TRANSITIONS AND GRADUATION

Improve transition rates and the six-year Dogwood completion rate for Aboriginal students

Transitions

Target

100% of Gr. 6 - 9 students transitioning from grade-to-grade

95% of Gr. 9- 12 students transitioning from grade-to-grade

0 % of students missing 20+ days of school

3% of students receiving out of school suspensions

Indicators/Evidence

- Grade-to-Grade Transition Rates
- Percentage of Aboriginal students missing 20 + days of school
- District report on out-of-school suspensions

Results 2007 - 2008

95 % of students transition from Gr. 8 - 9 - 10

78 % of students transition from Gr.10 - 11

73 % of students transition from Gr. 11 - 12

Please also refer to Results for Safety & Sense of Belonging

Completion

Target

70% of students achieving six-year Dogwood completion

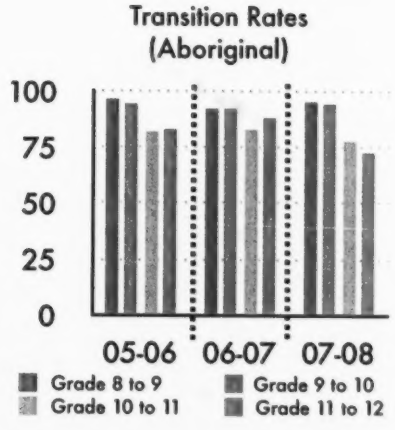
Indicators/Evidence

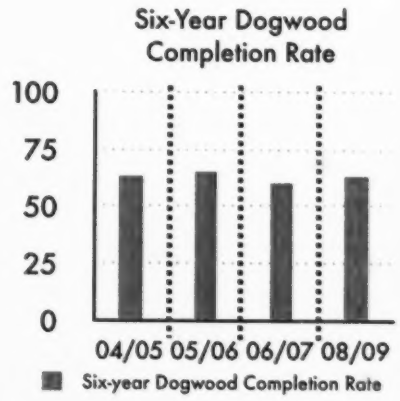
- Six-Year Dogwood Completion Rate
- District-wide enrollment in Alternate Behaviour Programs

Results 2008 - 2009

64 % completion rate for Six-year Dogwood

Please also refer to Results for Safety & Sense of Belonging





Glossary of Terms

Grade-to-Grade Transition Rates - this represents the percentage of students that successfully move from one grade to the next each year spanning grade 8 to 12.

Six-Year Dogwood Completion Rate - this represents the percentage of students who achieve their high school graduation diploma (Dogwood) in six years.

Suspension and Absence results - these are reported in the Safety & Sense of Belonging goal.

Inspired to Soar

Thirty-two students from two middle schools researched, designed and created a book which honours living Aboriginal role models. Students improved their research, literacy, art and social skills during this year-long project which introduced them to role models from our local community. With a grant from ArtStarts and the Excellence in Literacy Foundation, students were able to work directly with Aboriginal author Richard Van Camp and Cree artist George Littlechild. This rewarding experience enabled the students to feel increased pride and confidence in their culture and heritage while connecting them to real success stories.

Like Music To My Ears

After class one day a few students were waiting to be picked up. One of the students, who has a speech delay and is difficult to understand, got a book and sat down with a student who is physically disabled and started to "read" the book to her. It was heart-warming to see him trying to share the story with her especially since he doesn't usually show much interest in books. It was a particular poignant moment for me because I also heard him use a sound that we had been working on in our speech therapy sessions but up to this point there hadn't been any carry-over of the targeted sound. He was showing her the picture of an animal on the page and was trying to describe it to her. We had been working on saying words with L and L-blends so when I heard him say, "it's owange and back,...owange and b - ack, ...owange and b - lack!" I could tell that he realized the L should be there! It was music to my ears (as related by a Speech and Language Pathologist).